FĪVE KEYS
schools and programs

SAN FRANCISCO SHERIFF'S DEPARTMENT
FIVE KEYS CHARTER SCHOOL

70 Oak Grove Street
San Francisco, CA 94107

Five Keys Schools and Programs

June 2018

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Part I: Student/Community Profile Data

Description of School and Programs

Five Keys Schools and Programs

Five Keys was established by the San Francisco Sheriff's Department in 2003 as the first charter school in the nation to operate inside a county jail. Today, Five Keys is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs at 70 locations across 7 Northern and Southern California counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, and San Bernardino.

There are many qualities that set Five Keys apart from traditional charter schools, including:

- **The population we serve** is made up of transitional-aged youth (TAY) and adults who are either in the county jail, on probation, or parole, living in a residential treatment facility, enrolled in a workforce development program, and/or for whatever reason, dropped out of the traditional education system. Due to the transitional nature of our students' circumstances, the average length of enrollment is 66 days, schoolwide.

- **We bring the school to the student, with individualized and tailored instruction.** Given our target population, 100 percent of Five Keys students have not found success in the traditional K-12 system. For this reason, we strive to provide an accessible and flexible alternative to mainstream schools. We have an open enrollment policy, allowing students to enroll or complete at any time. They may take only the classes they need, which is assessed based on transcripts from their previous schooling. We offer traditional, classroom-based instruction and our Independent Study Program (ISP), which includes small group, individual, and, at some sites, online instruction. Classes times vary from site to site to accommodate students' schedules and are held in nearly every type of space, from traditional classrooms to in-custody dorms -- even a travelling school bus.

- **Our educational approach** is founded on five, equally important keys to success: education, employment, recovery, community, and family. The structure and content of the school aims to bring resources and opportunities for learning in each of these five elements. Example of this unique approach include: a science class incorporating an understanding of how drugs affect the brain; health units being fulfilled by taking a parenting class that allows inmates to visit with their children;

partnerships with employers to offer transitional employment for credit; and community partnerships that infuse family support into community campuses.

- **The philosophy of restorative justice permeates everything we do,** from classroom management to professional development to the curricula we create. When a crime is committed, the current justice system in the United States emphasizes punishment and retribution, which often results in offenders becoming trapped in the revolving door of our nation's jails and prisons. In contrast, the principles of restorative justice assert that justice is achieved for all involved (victim, offender, and the community) through the offender's acceptance of responsibility for the harm they have caused, and being given an opportunity to repair that harm. This approach works to return the offender to an empowered, free-thinking, responsible individual, rather than internalizing their label as a criminal. They can then contribute to repairing the harm caused to their victims, self, and community. In this process, the offender develops empathy for victims and comes to understand the impact of violence and crime. From this perspective, conflict is viewed as an opportunity for a community to learn and grow and for those involved to have their needs addressed. To this end, a formal restorative justice curriculum was written by Five Keys teachers, which all students must complete in order to graduate from Five Keys.

- **We provide a range of educational programs and services to meet students' diverse goals and needs,** from literacy development to college and career preparation, including: high school diploma, high school equivalency, career and technical education, digital literacy, ESL education, cognitive behavioral therapy, recovery programs, case management, correctional education consulting, and college access. Five Keys creates curricula that is aligned to State Standards and relevant and meaningful for adult students. Our instructional methods are trauma-informed, culturally competent, and gender-informed. Our staff lookout for students who may abandon their educational goals when faced with extraordinary challenges in complex and unstable lives. When conflicts arise, the focus is on solutions rather than punitive measures. Our staff use Restorative Justice practices to foster authentic dialogue and to work with students to help them take responsibility for their actions, while repairing harm done.

Five Keys has been widely recognized for successful education-based approaches to addressing the systemic challenges of recidivism and multi-generational incarceration. In recent years, Five Keys was awarded the Harvard University, Kennedy School of Governance *Innovations in American Government* award; the *Smart on Crime* award from prior Attorney General, Kamala Harris; and the Hart Vision award for *Charter School of the Year*. Other achievements include being recognized as a Google Impact Challenge Finalist for increasing access to education in underserved communities, and being rewarded by Pioneer Institute's Better Government Competition for the *most innovative public policy proposal*: Reducing Recidivism through Education.

What's more, Five Keys was selected to participate in Renewing Communities, a statewide initiative to expand access to college pathways for criminal justice-involved students in custody, in reentry, and in the community. Our approaches are featured in *Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians*, published in 2015 by the Stanford Criminal Justice Center and the Chief Justice Earl Warren Institute on Law and Social Policy at UC Berkeley; and in the U.S. Department of Education's 2012 volume of *A Reentry Education Model*: *Supporting Education and Career Advancement For Low-Skill Individuals in Corrections.* In 2016*,* Five Keys was recognized by NYU's Wagner Graduate School of Public Service as one of the 15 most innovative urban policy initiatives of the past decade, worldwide.

Through these efforts, our ultimate vision for our students is that they will develop transferable skills through curriculum and instruction that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments. They will be leaders, advocates, and competitors, making positive contributions within their communities, families, and homes.

Five Keys' charter is authorized through San Francisco Unified School District, and is premised on affiliation with programs of the federal Workforce Innovation and Opportunity Act (WIOA). Five Keys is a California DASS school (participating in the Dashboard Alternative School Status program).

Five Keys Charter School

Five Keys' flagship site at San Bruno, San Francisco County Jail 5, serves over 300 students daily through classroom based instruction. FKCS has been in operation since the school's inception. In addition to a traditional high school curriculum, class offerings include: computer skills, literacy/basic skills class, ESL, restorative justice, parenting and substance abuse and recovery. Because students enrolled in FKCS are often re-housed to sections of the jail without site-based classes, FKIH operates parallel to FKCS to provide student-inmates continuity with their education. In October 2009, Five Keys extended the school day into the early evening, offering case management, substance abuse programs, violence prevention and re-entry programming.

Five Keys' site-based programs at Pitchess Detention Center operate full-day classes at three jail sites (Pitchess South, Pitchess NCCF, and Pitchess North). These programs are modeled after the San Francisco sister site, with classes at various levels combining traditional high school classes with electives addressing the comprehensive re-entry and social-emotional goals of the students.

In addition to offering accessibility, flexibility, and comprehensive support services, the school strives to provide a stable and consistent climate for students, which is approached through cultivating a sense of community with staff and among students. Twice-annual professional development offerings include evidence-based methods aimed at developing a strong connection between

students and school. Trainings include awareness of implicit bias, culturally responsive teaching, trauma-informed practices, and Restorative Justice principles. These collective efforts are driven by the school's mission to provide opportunities that will help students overcome the barriers that had previously blocked their success in education.

Vision, Mission, and Student Learner Outcomes

Vision

Five Keys Schools and programs will redefine the way people think about the role of education in restoring communities.

Mission

Through the use of Social and Restorative Justice Principles, Five Keys provides traditionally underserved communities the opportunity to restart their education with a focus on the Five Keys: Education, Employment, Recovery, Family, and Community.

EDUCATION EMPLOYMENT RECOVERY FAMILY COMMUNITY

Student Learner Outcomes (SLOs)

1. Assessments:
   a. TABE
      i. 70% of students who post test after 2 learning periods or after completing at least 4 units in English or other humanities/literacy instruction will demonstrate a 0.5 grade level increase in

their reading levels. English instruction includes all non-math specific courses.
   ii. 70% of students who post test after 2 learning periods or after completing at least 4 units of math instruction will demonstrate a 0.5 grade level increase in their computation and/or applied math levels.

  b. CAASPP System
    i. Mathematics: The annual mean scales scores in grade 11 within the CAASPP Summative content area of Mathematics will increase by 4% each school year from the prior school year.
    ii. English Language Arts: The annual mean scales scores in grade 11 within the CAASPP Summative content area of English Language Arts will increase by 4% each school year from the prior school year.

  c. CASAS
    i. 70% of designated ESL students who are enrolled for more than 6 months will demonstrate an increase of one proficiency level. 50% of students in the Adult Secondary level will be redesignated to general education courses.

  d. ELPAC
    i. 70% of English Learners will demonstrate at least one proficiency level increase upon annual assessment when enrolled for more than 6 months. 50% of RFEP students designated Moderately Developed or Well Developed will earn at least 5 units of general education core content credit towards their graduation requirements.

2. **College & Career Path Readiness**
Students will have access to career exploration and post-secondary bridging activities where available, and will participate in coursework and instruction designed to support the successful transition to careers and the development of general life skills Specifically:
  a. 50% of 12th grade students will meet with a Five Keys college counselor to discuss post-secondary educational opportunities.
  b. 50% of 12th grade students will complete a unit of college and career exploration prior to graduation.
  c. 85% of students who complete a CTE vocational or career path development course will demonstrate career preparedness as measured by the Core Employability Assessment.

3. **High School Completion**
   a. 80% of 12th graders who are enrolled for 90 days or more with at least 160 credits will graduate with their cohort group and receive their high school diploma within one year of enrollment.
   b. 70% of students who take the HiSET or all GED subtests will successfully achieve a high school equivalency certificate.

4. **Achievement of Academic Credit**
   Students will accomplish measurable gains in high school-level courses as evidenced by completion of coursework and corresponding course assessments. Specifically:
   a. **Five Keys Charter & Adult Schools:** 80% of students enrolled for 2 periods per day will complete 10 academic credits per semester. Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered twice weekly.
   b. **Five Keys Independence High School:** 80% of students enrolled for the entire marking period will complete 2 academic credits per marking period. Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered at the completion of each unit.

5. **Retention and Pathways to Continued Learning**
   Five Keys will develop consistent mechanisms to get students to stay engaged and transfer to post-release education services. Before students graduate they will complete a TABE assessment and a celebratory exit interview with their teacher. Students who leave jail, transfer from one site to another, or complete their diploma or HSE will be transitioned to ongoing education at Five Keys or college or career pathways. All students will be empowered to become self-advocates for their own education and life pathways, to know and understand their TABE scores and how the scores relate to workforce and college readiness, and to know how to read their transcripts. Specifically:
   a. 50% of students who earn their diploma or high school equivalency will transition to post-secondary education or a vocational pathway.
   b. 25% of students who have been enrolled with Five Keys for 6 months or longer in an in-custody setting will transition to Five Keys Learning Centers in the community within 60 days of release.

    c.   40% of students who have been enrolled with Five Keys for 30 days or longer in a community site will remain enrolled until earning a high school diploma or equivalency.

6. **Technology Access and Digital Literacy**
    a.   All students in community sites will have access to technology. *Note: computer and technology access is limited and, in some cases, prohibited in the jail environment; nonetheless, it is the school's goal to integrate technology into the environment for the majority of students.*
    b.   All students must complete 5 credits of a technology-related elective in order to graduate from Five Keys.

Student and Faculty Demographics

Five Keys serves students who have aged out of traditional high school settings or have been district-referred because of needs not met in their earlier school settings. These students missed out on the promise of a quality public school education. A disproportionate number of Five Keys' students are people of color, living in poverty, formerly in foster care, or in need of special education services. For those with histories of juvenile or adult detention, the risk of repeated incarceration is high. Five Keys provides these students with a second chance at a productive life, with individualized education responsive to their specific needs and circumstances. Our average Five Keys Charter School student is approximately 31 years of age and is enrolled for 66 days.

Charter 2018 Enrollment by Race
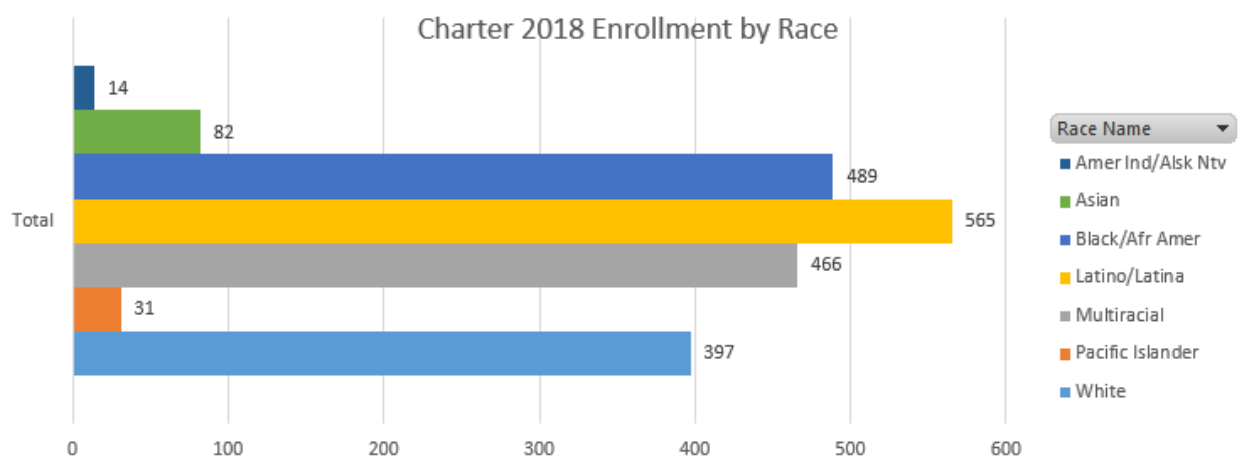
School year 2018 to date, Five Keys Charter High has served a total of 2,044 students, 100% of whom are justice involved and male. As such, most of our students have been underserved by traditional educational systems and come to us to re-engage in their education after many years of disconnection from school. 24% are African American, 28% Latino/a, 23% Multiracial, 6% Native American/Asian/Asian Pacific Islander combined and 19% White. The demographics have been consistent over the last 3 years with subtle fluctuations. We have identified an increase in our Latino/a population and we are currently developing an ELD model that will increase students' likelihood of making leveled gains in both our CASAS and ELPAC assessments.

ADA and Enrollment: Enrollment and Attendance

	2015	**2016**	**2017**	**2018 (YTD)**
Total ADA	365.42	311.27	316.34	323.69
Total Enrollment	2,963	2,348	2,346	2,044

ADA has grown modestly over the last two years while enrollment has declined. Declining enrollment is due largely to new legislation that encourages counties to have individuals do their time in a community setting rather than jail. That also results in shorter lengths of stay which reduces their opportunities to earn units, be in class for post testing via TABE and high school completion.
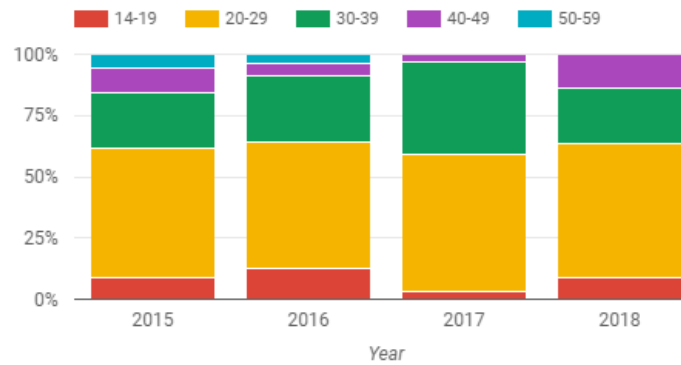
	2015	2016	2017	2018 (YTD)
Avg Days Enrolled	33.94	33.22	34.10	34.06

Five Keys has continues to implement instructional strategies to support learning at all levels. We are seeing a slight increase in retention rates over the last three years; 2018 is expected to be consistent with 2017 upon the completion of the school year.
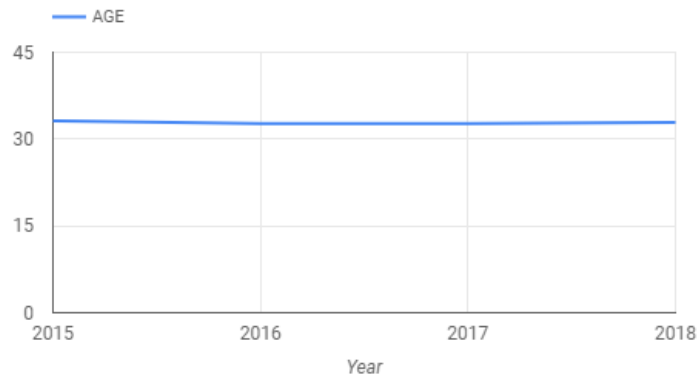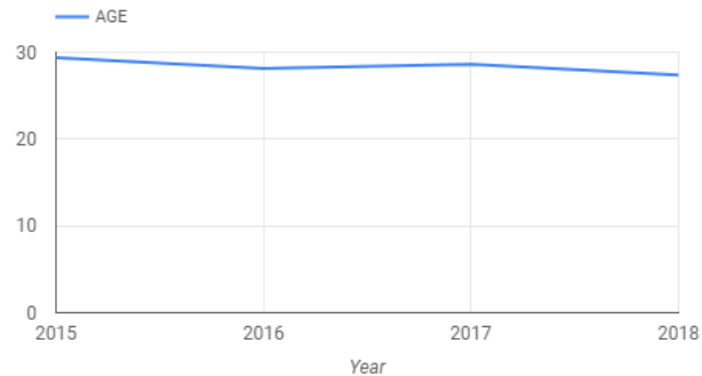

Student Age Range by Year
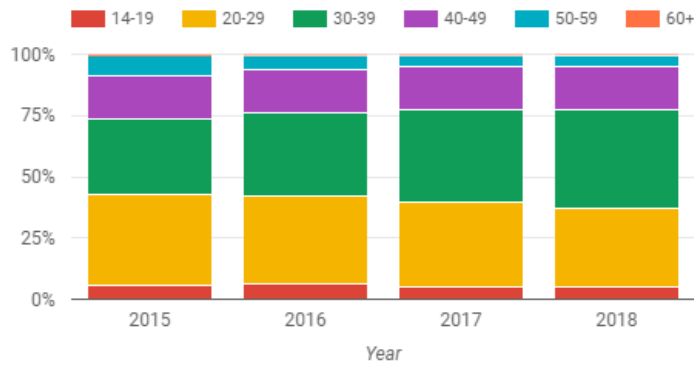
Student Age Range by Year - Completers only

Average Age

Average Age - Completers Only

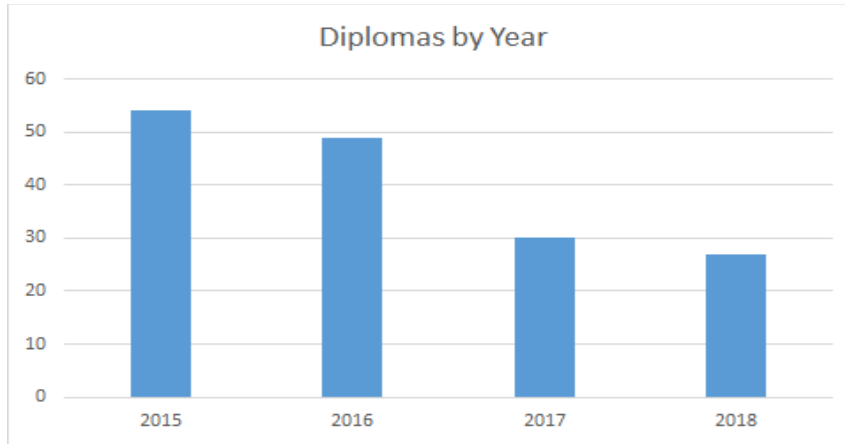|	**2015**	**2016**	**2017**	**2018**
TAY Students	41.29%	41.09%	38.20%	34.66%

While our average student age is 31 in Charter School, there are higher percentages of students 20-29 who graduate, and the average age of our completers is slightly lower at 29 years of age.

Faculty and Staff Demographics (FTE - full time equivalent):

	Unduplicated Total	**Teacher**	**Administrator**	**Pupil Services**
# Staff	29	19	10	3
FTE	16	10.85	3.22	1.83

Student Achievement Data for a Three-Year Period

Five Keys Charter School Completions:

	2015	2016	2017	2018*
Diplomas	54	49	30	27

In terms of student achievement, because this school is made up of 100% justice involved students, these students graduate at a slower rate than students in other Five Keys schools. Many of these students were marginalized earlier in their youth than our non-justice involved students and therefore had fewer years of high school completion prior to incarceration or enrolling at Five Keys. There are many logistical factors in the jails that also contribute to reduced attendance, unit completion, and progress towards graduation. Many of our justice involved students do not have consistent access to school due to the complexities of incarceration and their legal limitations. Many students are moved from class due to fights or issues with other students, are pulled out to court, medical, or legal appointments, leave to go to prison, or are sent to another county.

TABE Results by Year

		Reading	Language	Math	Math Cp
*2018**	% Post -tested	51.78%	61.29%	73.17%	59.32%
	% Gains	38.83%	47.31%	50.68%	44.22%
2017	% Post -tested	52.68%	71.43%	75.05%	62.81%
	% Gains	41.48%	60.71%	52.01%	48.18%
2016	% Post -tested	59.94%	54.62%	74.56%	67.25%
	% Gains	44.51%	41.54%	54.50%	49.62%
2015	% Post -tested	66.37%	76.62%	64.72%	64.97%
	% Gains	55.17%	71.43%	55.79%	55.54%

Average TABE Score by Year

	Reading	Language	Math Applied	Math Comp
2018*	7.5	3.4	4.82	6
2017	7.67	2.64	5.51	4.17
2016	7.62	2.12	5.93	5.91
2015	7.98	2.28	5.49	6.1

Five Keys expects that all students post test; however, there are ongoing challenges with completing the post TABE for the majority of our students. This is due in part to the high volume of student attrition, movement within our jail based programs, and student's resistance to assessments, all of which impact testing for a large number of students. We have seen 39% of students show a gain in Reading, 47% demonstrated a gain in Language, 51% have earned a gain in Applied Math, and 44% gained in Math Comprehension. In a jail setting it can be extremely difficult to maintain student engagement and participation due to the many stresses these students are under on a daily basis. Oftentimes due to test fatigue, bad news at court, a difficult morning in the housing unit or bad news from the family, it is not unlikely that a student will just blow off the test rather than take it seriously as a measure of their growth. For this reason we often see TABE scores dropping or not gaining in a way that accurately reflects the students' growth.

To address the fluctuations in the percent of students who are being post tested and the rate of increase in TABE score, we are increasing our focus on post-TABE strategies, including the use of an assessment calendar to ensure that all students who qualify for post testing are testing quarterly.

Summary of Data with Implications, Identified Critical Learner Needs, and Important Questions for Staff Discussion

Summary of Data

As a result of these data and our current demographics, Five Keys has been able to design and adopt curriculum and practices that address the needs of each student both culturally and academically. As notes, our Latino population continues to increase resulting in a higher number of ESL students. Over the last three years, we have adopted a comprehensive curriculum and assessment model to ensure we are providing the right supports for students in our ELL populations. We've used CELDT as a part of our organization re-designation process. Our focus over the next 3 years will be to increase the number of students who exit from ELPAC (which recently replaced CELDT).

In terms of student achievement, our justice-involved students graduate at a smaller rate than those who are not justice-involved due to the many barriers to education they face. Five Keys has actively been pursuing ways to increase opportunities for our incarcerated students. In 2016, we were given the opportunity to partner with the Back on Track comprehensive reentry program, which follows evidence-based practices to assist offenders through rehabilitation and reentry services. Our partnership with Roadmap to Peace has also supported us with removing barriers in order to ensure student completion in high school. This program targets Latino/a youth, San Francisco's most vulnerable populations, and provides on-demand services for their successful

re-entry. We anticipate that we will see the number of justice involved youth more successfully move into our communities to complete their education.

Our model of rolling enrollment for all students has made it difficult to follow a baseline growth in student achievement. However, we are able to determine student growth and deficits across our schools as a baseline for improving access to intervention and appropriate curriculum. To mitigate this challenge and address the needs in approaching CAASPP testing, we have added additional assessments to provide a more holistic view of a student's performance. We will continue to use TABE, but with a revised internal policy to adjust the frequency of administration for more comprehensive results. We are supplementing the improvement of our post-TABE practices by working to better align our academic programs to the Common Core State Standards and Smarter Balanced interim assessments; we expect to see an increase in high school diplomas and college readiness as measured by these tests.

An ongoing challenge is the ability to consistently implement the established schoolwide policies, procedures, and instructional methods within environmental and cultural structures, both in the literal sense and within our individual students, that were not created for nor accustomed to consistency. We will continue to develop and modify our systems to accommodate the various micro-cultures across our organization through addressing the following critical learner needs and questions for staff discussion.

Critical Learner Needs
As our schools continue to grows in size, the scope of what we do has grown with it as we strive to meet the unique needs of our students while removing the many barriers that have prevented them from experiencing success in the past. These critical needs are outlined in our action plan and will remain at the forefront of our priorities over the next three years:
● Increased access to quality curriculum and instruction that engage historically disenfranchised populations while equipping them with the tools necessary to be successful in the 21st century workplace and higher education institutions;
● Continued provision of diverse opportunities for students to successfully transition to whatever their next step may be, whether to the next language proficiency level, into the workplace, to college, or to a community site;
● Further integration of restorative justice, social-emotional learning, and other principles that encourage the holistic development of the student, with the intention of increased social integration into their families and communities; and
● Increased methods of data distribution and analysis.

Important Questions for Staff Discussion
● How do we balance flexibility with the need to establish the importance of commitment and consistency?
● How do we remain focused on our priorities while ensuring that no student's needs fall through the cracks?

- How can we use the areas where we are strong to support those where we are weak?
- Above all, what should we keep and what changes can we make in order to continue our success in providing the environment and support needed to reach the students for whom we exist to serve?

Part II: Significant Changes and Developments

Physical Growth

Since the last visit, Five Keys Schools and Programs has expanded within existing counties. We now offer high school programs in the county jail systems in San Bernardino, Santa Clara, Solano, and Alameda Counties. High school sites that have been added since 2015 also include 5 San Bernardino Probation sites, 23 community sites in San Francisco County, 12 community sites in Alameda County, 27 community sites in Los Angeles County, 3 community sites in Solano County, and 1 community site in San Mateo County. Our total high school student population has grown from 10,444 unique students enrolled in 2015 to 13,574 unique students enrolled in 2018 (as of May). Accordingly, our teaching staff has grown from 142 to 184.

Growth in the numbers of school sites, student population, and staff members inevitably strains existing systems. Thus, Five Keys has had to create new processes for many routine operations. Budgeting and purchasing is now completely automated. Meetings are often held via teleconferencing systems. Professional development days consist of multiple workshops, sometimes spread across multiple sites, so that all staff can be accommodated. New Hire Training takes place over several days, beginning in a location that is centralized by region and ending at the specific site to which a new employee is assigned. Training for existing staff has expanded as well, including monthly workshops for substitute teachers, annual retreats for Student Operations Staff (SOS) staff members, and annual retreats for leadership from across the organization. Implementation of new processes can be a heavy lift for staff members, but the result is efficiencies in the organization that might not otherwise have existed.

Program Design

In the San Francisco region of Five Keys, grant funding has even further boosted college support systems. In 2015, Five Keys was invited to join the Renewing Communities Initiative by the Opportunity Institute as one of seven organizations piloting innovative custody-to-college programs in California. Through this initiative, Five Keys has developed college bridging programs within the San Francisco County Jails that includes a Keys to College housing unit that provides in-custody college readiness and exploration in addition to partnerships with local community colleges that provide 6-9 units of transferable general education classes to our students in the jail. This initiative also helps fund a College Transition Navigator who helps to connect formerly incarcerated students to local colleges after their release.

Another new development is that Five Keys now offers Career Technical Education (CTE) in both the Los Angeles and the Alameda County Jail systems; we have initiated a separate WASC accreditation process for these programs as they are not part of our high

school. Still, there is often overlap between in-custody students in our high school and CTE programs. One example of this relationship is our Back on Track Los Angeles program at Pitchess Detention Center. Participants in this program designed to reduce recidivism enroll in a combination of high school classes, life skills classes, and vocational classes.

As with the creation of new school sites, the creation of new programs can be time-consuming and difficult. However, Five Keys tends to attract staff members seeking a non-traditional, entrepreneurial environment. This feeds program creation, which in turn contributes to the refinement and improvement of existing programs. For example, as we have delved into the best methods for teaching trauma-heavy subjects such as substance abuse and domestic violence in our CTE programs, we have become better at addressing the vicarious trauma faced by all of our teachers, high school included. We now regularly incorporate topics such as trauma-informed practice, de-escalation, and self care into our professional development days and staff meetings.

Curriculum and Instruction

As with many high schools, Five Keys has been working to balance deep integration of Common Core standards with the critical need to scaffold the skills and depths of knowledge necessary for students to succeed in high school and beyond. This focus has shaped our curriculum development over the past 3 years. We have created new, Common Core aligned curriculum that demands more critical thinking and problem solving by students in core content areas. Additionally, we have added off-the-shelf literacy and math curriculum sequences designed for students with skill levels ranging from beginning to middle school level. For teachers working with English Learner populations, we also have purchased curriculum and provided professional development designed specifically to meet the needs of these students.

In addition to curriculum development, Five Keys teachers and leaders have spent the past 3 years deepening our instructional capacity. Threads have included depths of knowledge, response to intervention, and basic literacy, as well the development of facilitation skills that turn the notion of "sage on the stage" upside down. A particular theme throughout all of these threads has been the patient and supportive development of a student's foundational literacy and math skills. Rather than moving students as quickly as possible toward a diploma, teachers are now focused on moving students as quickly as possible toward the critical thinking and application of skills necessary for students to be successful on performance assessments (such as those embedded in the CAASPP assessments) and post-secondary education.

In order to thoughtfully and comprehensively address the development of teaching and learning in our diverse and dispersed organization, Five Keys has created new systems and structures. Consisting of leadership from across the organization, our Academic Committee kicked off in 2017; it is designed to coordinate not just the logistics of curriculum, instruction, professional development,

and assessment but also the overarching, collaborative vision for our school. A coaching and mentoring program that began with only a part-time coach has expanded to include 2 full-time Teacher Development Coordinators, 6 teacher coaches, and 20 teacher mentors. New systems getting off the ground for the coming school year include a credential attainment program for current teachers and staff seeking science and math credentials, as well as an online system for tracking students' progress in our independent studies program.

Challenges still abound in terms of Five Keys living out its instructional vision. For example, we have a long way to go in terms of preparing and successfully transitioning our students between our in-custody and community programs, and from our programs to post-secondary education. Technology is mostly unavailable as a resource for our in-custody students due to environmental restrictions. Even in our community sites, most students have access to technology only at school and not at their place of residence. However, with our numerous new training and collaborative structures, we are in a much more unified and structured place to act upon our strategic plans compared to 3 years ago.

Part III: Ongoing School Improvement

Process of Engagement of All Stakeholders

Five Keys facilitates implementation and monitoring of the schoolwide action plan via many different venues. At the senior leadership level, analysis of Schoolwide Learner Outcomes occurs during monthly meetings. At these meetings, the intersection of budget priorities and SLO data is consistently examined to ensure that resources are being directed toward areas most impactful on SLO achievement. A broader leadership group that includes principals, instructional coaches, and teacher leaders also meets monthly as the Five Keys Academic Committee. Members of this committee analyze data as it pertains to SLOs. Areas of high achievement are identified so best practices can be determined, documented, and replicated throughout our dispersed and diverse organization.

In order to better address instructional achievement as measured by SLO data, Five Keys created the position of Chief Academic Officer in 2016. In 2017, this position was replaced with an Assistant Director of Academics and Instruction, as well as first one and now two Teacher Development Coordinators (one for Northern California and one for Southern California). The Assistant Director, Teacher Development Coordinators (TDCs), and Assessment Coordinator perform many of the back end functions in terms of identifying data that is needed and presenting that data to the senior leadership team and the Academic Committee. Additionally, this core group trains and designs training modules for principals and teachers. These training modules are designed to support data analysis and implementation of best practices in support of the schoolwide action plan.

Five Keys' Teacher Development Coordinators perform another key role by ensuring that the process for implementing and monitoring the schoolwide action plan is not just "top down." The TDCs, in partnership with with the teacher coaches and mentors they have trained, work directly with individual teachers and teacher cohorts to analyze data, facilitate collaborative learning, and identify gaps and strength areas as they relate to systems that impact the ability of teachers to be effective. By having one TDC assigned to each geographic area, the TDCs can work in tandem to identify trends specific to a region and across regions. Best practices spread more rapidly, and areas of growth can be quickly addressed.

The community we serve, which includes students and our Sheriff's Department partners, is engaged with the implementation and monitoring of the action plan through a combination of surveys, meetings, and an online portal.

Through bi-annual surveys, students are given the opportunity to provide feedback on courses, school environment, school staff, and other pieces of the action plan that directly impact them. These survey results help us identify our areas of strength and growth. The results from this past year's surveys indicate that one of our major areas of strength is our teachers:

- 90% of students indicated that their academic needs are being met,
- 85% responded that the courses and teachers include diversity and multicultural perspectives in their instruction,
- 91% indicated that their teachers explain concepts in a way they can understand, and
- 92% indicated that Five Keys provides a supportive and welcoming environment.

A major area of growth identified through the surveys is in developing our students' 21st century skills:

- 71% of students (in non-job preparation programs) indicated that Five Keys is preparing them for a job,
- 76% indicated that the classes offered are relevant to their lives, and
- 53% (of in-custody students) indicated that they have had access to computers.

Though there are many environmental restrictions beyond our control, Five Keys values the input of our students and will continue to pursue and develop creative means of providing them with high quality and equitable academic programs and resources.

Since direct parental involvement is not applicable at our in-custody sites, Five Keys conducts meetings with students' stakeholders and collaborators via our community partnerships. These meetings occur regularly at individual sites, and all partners are brought together at an annual luncheon; our programming decisions are largely influenced by the feedback expressed at these meetings.

Five Keys also hosts an online feedback portal. Current and prospective parents and partners use this to submit feedback, inquiries, ask questions about student progress, and to address other needs, and submissions are distributed to the appropriate staff member or administrator.

Process Used to Prepare the Progress Report

The 2018 WASC Progress Report was prepared with extensive input from all stakeholders. The Academic Committee reviewed our progress around each Key Issue identified under each of the 10 Postsecondary Criteria in our 2015 Visiting Committee Report. A Data Analysis Tool was then developed for each department leader to collect data and evidence around our Action Plan accomplishments with his/her staff. This allowed us to review our progress in a thorough and uniform way, despite the distance that

separates us from site to site and across our Northern and Southern California regions. The Academic Committee consolidated the data from all departments, then used the information to begin the modification process of our SLOs and Action Plan. Each regional leadership team met to review and provide input on the revised SLOs and Action Plan, as well as the combined report of progress on our existing Action Plan. A Progress Report Team, made up of representatives from both regions and from various levels of the Leadership Team, was formed to construct narratives for and refine each part of the report using the information collected from each department leader and the feedback provided by the regional leadership teams. An initial draft of the report was reviewed by the Executive Team and Board of Directors, and the final report is published on our school website, instructional blog, and distributed to all staff, partners, and parents to share with students.

Part IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Areas for Follow-up/Major Key Issues identified by the Visiting Committee during the 2015 Onsite Visit can be viewed here.

Goal 1: **Ensure daily instruction is driven by rigorous academic standards and Schoolwide Learner Outcomes** *(This addresses Critical Area for Follow-up #3)*

1.1 Develop a system **of frequent review of student outcomes** with the students, teachers, leadership, and other stakeholders.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● Teachers review students' "working files" with the student on a regular basis. These "working files" include the students' TABE scores, transcripts, and progress on educational goals, with students on a regular basis. ● There is an individual goal tracking process for SPED students, specifically students who were enrolled for 3 consecutive months or attended 120 minutes of Specialized Academic Instruction. ● Teachers frequently use a tool called a Map to Graduation to help students track exactly what credits they need in	● The working files that teachers keep for students. ● Use of IEP Goal Tracking Excel spreadsheets ● The principals and other leaders analyze WPR data each period. ● Implementation of goal setting in weekly staff emails. ● Analysis of TAY attendance as compared to other populations. ● The Map to Graduation Form.	● Students take part in their own educational goal setting and learn self advocacy ● Students stay more engaged and active in their educational progress ● Supports Education Specialist in making meaningful IEP goals and informing SAI

what learning areas. ● Increased use of data about student outcomes to guide instruction. ● Creation of new rubrics for ISP and writing across the curriculum. ● Review of student work as a leadership team and through curriculum lens during CAASPP testing.		

1.2 Strengthen **orientation and intake process** to enhance student understanding of goals and self-advocacy.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● Students are scheduled for interim and when appropriate annual and triennial IEP meetings with Education Specialist to create rigorous and appropriate academic and transition goals, provide students with an avenue to self-advocate. ● Orientation and intake process is systematized for both HS and ESL.	● Students use working files that include TABE scores and transcripts. ● There is an orientation packet for TAY students. ● Use of Map to Graduation. ● ESL Students are given a comprehensive entrance exam (CASAS or TABE).	● Students use working files that include TABE scores and transcripts ● Student choice in selecting courses in line with Map to Graduation ● Academic skill building ● Student choice in educational plan

1.3. Dedicate **PD time to instructional strategies** to enhance student learning		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- The BITE, www.thefivekeysbite.org, was created to share instructional strategies and resources and is used by individual teachers and by principals. It includes 9 regularly updated columns: - SLO of the Month - Curriculum Developments - Professional Development Updates - Feature Teachers - Assessment & Tech Updates - Teacher Wellness - The Inside Scoop - Quick Bite of the Month - CAASPP Portal - Implementation of Common Planning Time, at least 20 minutes per bi-monthly staff meeting, for teachers to work on professional goals. - PDs that include facilitator's guides for latest curriculum. - Online training in instructional delivery.	- The BITE, www.thefivekeysbite.org - Professional development offerings as listed on the So Cal PD Calendar - Nor Cal PDs on: - Small Group Instruction - Critical Thinking - Introduction to DBQ - Introduction to Project Based Learning - ESL Strategies 21st century learning - CAASPP Testing - Communication Strategies - Tools for Engaging Students in Math - Instructional Strategies and Classroom Management - Restorative Justice - Test Out Possibilities - College in the Classroom - ISP Instructional Practices - Guiding Students through the Challenges of Learning - Vicarious Trauma - Dynamic Presentation and	- Teacher feedback forms indicated that presentations were very useful and will help enhance instructional practice. - Increase in content specific training has increased student access to high quality materials. - Teacher understanding of students' socio-emotional needs has improved communication with students and support of their goals.

- Education Specialists receive 1 hour of individual PD monthly, including observation and feedback. - Creation of professional development calendar with a variety of offerings. - Whole group PDs have been focused around instructional practice. - Trainings on CCSS for teachers. - CAASPP led way for rollout of small group instruction, teacher development around standards and learning targets.	- Facilitation - Engagement in Science Curriculum - Writing - Literacy Development	

1.4 Have regularly scheduled and **repeated trainings on core topics** (such as offering a differentiation class once a year for everyone who has not taken it)		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- Weekly or bi-weekly team meetings to train teachers on core topics, including instructional practices and new curriculum. - Repeated trainings in yearly professional development offerings. - Multiple levels of the content is offered in core topics, deepening practice for teachers who attend multiple trainings.	- Offerings listed on the NorCal PD Calendar - Offerings listed on the SoCal PD Calendar. - SPED Meeting Agendas, which include core topics for review	- Provides students a variety of academic supports - Deeper teacher knowledge impacts students' access to and understanding of curriculum - More resources available to students for use inside and outside of the classroom, i.e. enhanced technology.

1.5 Further develop and fortify **new teacher onboarding and training**		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**

● Education Specialists can sign up for SELPA trainings.
● STEP program - New teachers participate in this program to understand the Five Keys instructional model and coaching support available.
● Mentoring Program enhanced such that any teacher in the process of earning their credential can be assigned a mentor that suits their individual professional goals.
● Coaching Program establish to support all teachers who are not earning a credential through the mentoring program, with a focus on supporting new teachers in their professional development.
● New Hire Training has been designed so all new employees get basic instruction on core topics relating to their duties in the classroom.
	● Common Planning Time in place during staff meeting twice a month.
	● STEP Training Schedule includes the following courses:
	    ○ Classroom Management
	    ○ Restorative Justice
	    ○ Communication and Motivational Interviewing
	    ○ Teaching ESL/ELD
	    ○ Lesson Design and Delivery
	    ○ Organization and Grading
	    ○ Cultural Competency and Trauma Informed Teaching
	● Mentor Training Schedule, which includes coaching techniques and other communication tools that can be used in the mentoring process and in the classroom.
	● NHT Schedule, which includes 16+ classes that all onboarded staff attend. Some of the offerings include:
	    ○ Five Keys Culture
	    ○ Five Keys Students and Classrooms
	    ○ Implicit Bias
		● Students get higher quality instruction faster, as there is more support for teachers from the beginning of their work with our school.
		● Students receive more socio-emotional support and understanding, fostering more opportunities for student retention.
		● Students benefit from the continual feedback cycle, as teachers receive feedback, the quality of instruction and student support improves.
		● Special Education students benefit from having well trained teachers to aid them in their work.

	○ Ethics ○ Communication and Professionalism	

1.6 Support Assistant Directors in **conducting evaluations** that focus on student achievement		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● The Leadership Team has been trained in elements of effective instructional leadership coaching and observations. ● Leaders report out bi-monthly their observation schedule and what areas of growth are addressed in the school wide plan for each location. ● A newly developed Teacher Evaluation process has been launched.	● New informal observation template options for conducting observations. ● Training has been implemented to provide instruction on completing scripting during an observation. ● Get Better Faster book meetings have been conducted to train the Leadership team on this model, including key foundational practices that support student achievement that they should be looking for in the classroom, including: 　○ Routines and Procedures 　○ "Strong Voice" 　○ Developing effective lesson plans 　○ Teacher Radar 　○ Whole Class Reset ● Updated Teacher Evaluation process reflects the priorities for instruction identified for effective teaching.	● A more connected Leadership Team reflects in student achievement, as leaders are actively supporting and targeting areas for teacher growth and development as they conduct observations. ● Leaders can develop support plans and targeted PDs to help teachers to support student achievement, increasing the likelihood of quality instruction and higher student achievement.

1.7 Develop **new curriculum aligned with Common Core State Standards** and in response to student needs		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- Developed new curriculum aligned with common core standards and in response to student needs. - Academic committee, made up of teachers, leaders and other staff, is aligning curriculum to common core. - Purchased Challenger and Standout curriculum to address literacy needs. - Teacher lesson plans are reviewed by leaders for Common Core alignment. - Launched A-G curriculum with 10 classes approved to roll out college readiness track in 2018-2019. - New initiative on curriculum development using STEM and NGSS. - Review of existing curriculum and alignment to appropriate grade-level CCSS. - Adoption of CASAS standards agency-wide.	- Courses on the Five Keys intranet are updated regularly with new Common Core additions and corrections. - New curriculum on intranet reference CCSS in Form 1s. - Course outlines for site based classes include direct references to Common Core standards, which are reviewed and verified by the leadership team. - Academic Committee agendas, which show key action items related to Common Core.	- Students are exposed to Math and English Language Arts on a daily basis, which helps them build competencies in both subjects - Students TABE scores have increased in both Reading and Math - More accurate placement of ESL students - More opportunities to access higher level content in multiple areas

1.8 Integrate **new technology** in the form of computer and tablet access and usage		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- Various new technology equipment across all regions, especially computer access in the classroom, both in and out of custody. - Coding class for students in-custody began. - Online curriculum options including Khan Academy and Plato were added (modified versions have been created for offline access) - All Norcal teachers have access to internet, printer and scanner.	- More computers and more classes taking place in computer labs - Use of computers for classes on music production, job readiness and basic computer skills - Students using more technology to compose written work, i.e. writing essays on a computer instead of by hand. - Development of computer science curriculum. - Technology component as a requirement for graduation.	- Provides students with strategies for computational thinking - More opportunities for Next Generation learning, creativity and fluidity in learning - More exposure to jobs which require technology and access to tools that increase employability
1.9 Provide funding **for Instructional Coaches** to provide training, feedback and frequent classroom visits to teachers. Instructional coaches will function as a support to instruction and student success.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- Implementation of a mentoring program and a coaching program to serve teacher needs. - Mentoring Program developed such that any teacher can be assigned a mentor. - Mentoring program has been	- There are currently 14+ trained mentors and 6 trained coaches in SoCal. - Mentor Training focused on developing strong observation and support practices. - Instructional coach request form is in	- Teachers receive more direct support and development which improves instructional and management practices to foster more productive classroom time. - More collaboration between teachers gives students access to more

expanded to accommodate more teachers. ● Coaching program has provided support for substitute teachers, new teachers, curriculum implementation and testing needs.	place and available on the BITE for any teacher to request coaching. ● Every mentor currently has at least one teacher on their caseload. ● Every mentor visits the classroom of their mentee at least once and provides frequent check in to support the development of professional goals.	materials and strategies. ● Higher levels of metacognition and reflection, learned by participants in the mentoring and coaching programs, fosters more metacognition in students.

1.10 Provide **increased teacher training** on how to differentiate instruction, teaching to multiple learning styles and developing a positive classroom culture to combat student behavior issues.

Accomplishments	Supporting Evidence	How Accomplishments Have Impacted Student Achievement
● Provided increased teacher training on how to differentiate instruction, including: ○ Teaching to multiple learning styles ○ Developing a positive classroom culture to combat student behavior issues ● Increased teacher leadership roles in planning and presenting PD. ● Independent professional development support is offered to teachers through our regularly updated instructional website,	● Use of "Calm Classroom" curriculum to foster more meditation and socioemotional well being in the classroom. ● The NorCal and SoCal PD schedules include offerings on differentiation and classroom culture. ● The BITE, www.thefivekeysbite.org, an instructional website created by Five Keys teachers and leaders, shows the focused teacher support provided through monthly articles on key topics, which include: ● 10 Online Resources for Your Classroom	● Teachers have"tools" for their toolboxes in terms of differentiation that could be implemented the next day to better adjust to student needs. ● TABE scores have improved and credit attainment has increased

www.thefivekeysbite.org.	- Literacy Development Resources for Each TABE Level - Stand Out ESL with Kara Valle - CommonLit: Increase Literacy for All Readers - Direct-Instruction Models for ISP Teachers - Social-Emotional Learning (SEL), Employability, and Transitions Resources - Strategies & Resources for Building Rapport - Calm Classroom: Using Mindfulness to Increase Student Engagement and Decrease Classroom Management Issue	

1.11 Implementing more **small group learning for ISP students**		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- School-expectation to use small group instruction in an ISP classroom. - Several PD opportunities about how to start SGI. - New Oasis (attendance and grading platform) feature to aid in planning SGI.	- San Bernardino Observations show teachers are following the expectation to conduct small group instruction. - Significant number of ISP teachers prepare lessons and create Form 1s to award credit. - Classes have been created across many content areas, including:	- Fosters student collaboration and participation - Students are more engaged in class time and attend more regularly - Increased TABE scores - Increase in understanding of course content material - SGI courses are inclusive. Through

	○ Music ○ Advanced Math ○ Earth Science ○ Literary Analysis	differentiated instruction, students with lower TABE scores and SPED students have had the opportunity to be successful and earn units in these courses.

Goal 2: **Expand the continuous improvement cycle with a focus on student achievement** *(This addresses Critical Areas for Follow-up # 1, 2, 4, 5)*

2.1 Ensure that data-driven decision making is utilized with a focus on student learning through bi-annual SLO reports, professional development, and classroom observations/debriefing. A specific focus on TABE scores, graduation rates, diplomas issued, student grades, and attendance will be highlighted as key data sources.

Accomplishments	Supporting Evidence	How Accomplishments Have Impacted Student Achievement
● Annual Professional Development (PD) calendars are developed based on student achievement data. ● Student achievement data, including TABE, ADA, and credit completion, is reviewed at monthly staff meetings and used to set individual site goals. ● Teachers are given PD Feedback Forms after every staff meeting to collect data around the effectiveness of meeting content. ● A Classroom Observation form was	● Annual PD calendar ● Classroom Observation document ● PD Feedback Forms for teachers ● WPR Data Tracking ● Data and Self-Directed Learning (from Cognitive Coaching)	● Teacher feedback forms have helped with the decision-making of future PDs and have helped structure workshops, such as the current ESL workshop at the Weber site in LA. ● Reviewing data at monthly staff meetings has allowed Principals and teachers to target site-specific areas for growth. ● Observation feedback is based on student-centered data so teachers can drive their own learning and

collaboratively developed by principals to help make the observation and feedback cycle more data-based. ● The Mentor/Coach training program utilizes the Cognitive Coaching model, which involves using data to promote self-directed learning; all mentors and coaches conduct monthly meetings, observations, and feedback conversations using this data-driven coaching method.		improvement process.

2.2 Modify SLOs to reflect easy-to-track outcomes and review this data quarterly.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● Common Planning Time, which occurs once a month at staff meetings, is used by teachers to collaborate on how to address common challenges in meeting SLOs, specifically around increasing TABE scores and credit completion. ● An Academic Committee was formed to present instructional strategies around achieving the SLOs and monitor monthly	● SLO of the Month blog ● The Academic Committee's website, The BITE ● Revised SLOs	● There is an increased sharing of resources and strategies among teachers in how to address obstacles to achieving the SLOs. ● The modified SLOs will allow teachers, principals, and data and assessment team members to more easily track and share progress with students and staff, which will inform teacher's instructional goals and student's individual learning plans.

progress. ● Department leaders and principals met with staff and teachers to gather progress around existing SLOs in relation to the Schoolwide Action Plan; from here, the Academic Committee and Leadership team worked collaboratively to modify the SLOs.

2.3 Ensure all students have individual plans in place with educational and vocational goals that are developed with the students and have grade-level appropriate goals documented. Monitor student learning outcomes, tracking goals and ensuring that progression towards goals is on track.

Accomplishments	Supporting Evidence	How Accomplishments Have Impacted Student Achievement
● Teachers are conducting one-on-one weekly meetings with each student, developing plans toward reaching their individual goals. Teachers maintain and review "working files" with students, which include the "Map to Graduation" for both High School and GED students. ● Students who are recognized as "potential graduates" are identified and receive individualized educational counseling from teachers. Through a	● The working files that teachers keep for students ● Data Analysis Tool with Personalized Learning Plan ● Diploma questionnaire ● Database of potential grads, working files, Potential Grad bulletin boards ● Student's Individual Education Programs and Individual Transition Plan ● Notes in SpEd rosters	● The number of graduates continues to increase due to individualized attention. ● Students are motivated to keep moving forward when they have a plan, are confident they aren't duplicating units, and can visually see progress with updated transcripts. Students take ownership of the educational process by becoming part of their own goal-setting meetings.

triangulation of working files (maps to graduation), transcripts, and the OASIS system, potential graduates receive focused attention leading to graduation. This includes compiling a list of potential graduates, submitting potential graduates to a focused database, and recognizing potential graduates on classroom space (bulletin boards/whiteboards). ● For SPED students, principals work collaboratively with students and the IEP team to ensure academic and transition goals are appropriate and reflect enough rigor to challenge the student while promoting opportunities for growth in both areas. Transition intake and assessments are administered to start the conversation regarding next steps, career interests, workplace values, immediate needs, and self-reflection. ● A Data Analysis Tool, which includes a conversation guide, Individual Learning Plan template, and a targeted curriculum table, was developed to support teachers and students in creating a plan to reach test score goals.		● Students are aware of career pathways, educational requirements for their desired career, information about higher education, matriculation processes, financial aid options, and on-campus/community resources ● There was an increase in the graduation rate from May 2017 (6 High School Graduates) to November 2017 (9 High School Graduates) at ACSO in-custody sites

2.4 Ensure that all 12th graders and others on a graduation track are moving towards graduation in line with their individual plans.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**

● A system has been developed to support potential grads: Months prior to graduation, principals identify students who are considered to be potential graduates (25 units or less). The admin staff schedule meetings for these students. The principal meets with each potential grad to discuss graduation requirements and review their individual plans. They are given a *grad folder*, and the principal tracks their progress after each marking period. If insufficient progress is being made, the principal will schedule a follow up meeting.
 ● An individual goal tracking process for SpEd students has successfully been implemented. Data was collected on students who:
    ● Were enrolled for 3 months with no break in attendance
    ● Attended 120 minutes of Specialized Academic Instruction (SAI) per month
 ● AGR Credit-Reduction systems are in
	● [Potential grad list tracker](#)
	 ● Potential grad folder (includes transcript, mini-health unit, potential grad form, list of items to be completed prior to graduation, [tracking form including units needed,](#) and a congratulatory message to grad)
	 ● Diploma requirements tracking checklist (upon enrollment)
	 ● IEP Goal Tracking Excel spreadsheets.
		● The individual goal tracking process for SpEd students allows Education Specialists to create meaningful IEP goals for students and provide more specialized academic instruction.
		 ● Increased number of students attending Community college and vocational training programs.
		 ● As a result of the AGR program, we can evaluate students that qualify for the program and offer alternative graduation requirements.

place where partnerships have been developed with outside agencies to verify both Foster and Probation status of students.		

2.5 Develop a TABE post-testing schedule to ensure that math and reading pre- and post-assessments (TABE) are administered to larger numbers of students. Utilize the TABE and other student data to verify student learning and effectiveness of curriculum and instruction.

Accomplishments	Supporting Evidence	How Accomplishments Have Impacted Student Achievement
● Calendar dates are set at the beginning of the year for TABE testing subgroups of students. ● After each marking period, a report is run to identify students who have earned 3 or more units in Math or English, and a schedule is created to administer the TABE test. ● TABE data is used to assign appropriate curriculum. Principals can double check the accuracy of this process through OASIS when checking WPRs. ● Teachers maintain "TABE Tracking" spreadsheets which contain data on TABE scores, dates TABE tests were conducted, and academic units students have earned. This allows teachers to identify post-assessment	● TABE Tracking spreadsheets ● New TABE post-testing policy implemented 2016 ● Spreadsheets and student folders to support data-driven review of student outcomes in the form of TABE test scores, credits earned, and units earned per teacher are currently being implemented and used by teachers.	● Students are not over-tested (on TABE) and test-fatigue has been alleviated. ● Post-assessments are conducted in a more consistent manner according to curriculum completed. ● Students receive grade-level appropriate curriculum to meet their educational needs and zone of proximal development. ● The post-testing policy has assisted with individual goal setting, increasing the likelihood of reaching goals. ● Teachers are able to "at a glance" see how a student has been performing during the previous marking period in terms of TABE and credits earned. This handy format increases the teacher's ability to use data to review student

timelines/deadlines.		outcomes and progress with students in a more timely manner.

| 2.6 Track student retention at community sites. Track the number of students who go from in-custody to community sites post release. Use data to identify gaps in the enrollment process and assess areas of focus to improve student graduation rates. |||

Accomplishments	Supporting Evidence	How Accomplishments Have Impacted Student Achievement
● An attendance committee has been developed, with focus on attendance for the TAY population. The committee meets monthly to review the data, discuss attendance issues, and develop incentives and campaigns. ● A tracking system has been developed to monitor the number of students who go from in-custody to community sites, post-release.	● Leadership Meeting agenda ● Transcript Request Form ● Referral Forms and Transitions Resources ● In-custody teachers send referrals to community sites with student information (release date and contact information). ● Community site teachers reach out to formerly incarcerated students and begin the enrollment process. The interactions (referrals, contact, and enrollments) are tracked through a regional spreadsheet. ● Transfer Student system and spreadsheet ● Diploma questionnaire	● In-custody to community site enrollment has increased dramatically. This is particularly the case in areas of higher need, specifically the Pacoima Community Site. ● All released students are now contacted by phone and mail with an invitation to continue at a community site and an opportunity to receive support services.

2.7 Optimize the systems regarding transcript retrieval and analysis so that this information is received in a timely manner and can be utilized to effectively develop individual plans with the students		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- The SPEd team successfully incorporates the use of OASIS to retrieve students' transcripts. This supports the IEP team with effectively working with students to create meaningful goals by identifying areas of need while building on students' strengths. - Enrollment forms have been updated to address efficiency in obtaining transcripts. - An improved database of curriculum has been developed to align with internal credit systems for graduation track. - The transcript retrieval and analysis system has been updated for faster turnaround: teachers/SOS team members send transcript requests the same day of enrollment; uploaded transcripts are analyzed within one business day; official transcripts received by mail are uploaded within one business day. - Potential Graduate notifications are	- Students' Individual Education Programs and Individual Transition Plan - Students are typically receiving their analyzed transcripts within 2 weeks - Transcript Analysis Policies and Procedures Manual - OASIS student info page (used to track requests to ensure timely transcript retrieval; date of requests can be verified by the time stamp) - Upload, start & end analysis dates on LA/SB Transcript Log are up to date - Official Five Keys Transcript request log is up to date - Potential Grad email notifications - Updated AGR Guidelines - AGR log/confidential uploads on OASIS	- Students are informed of their deficient units more quickly so they are not repeating units already completed; they receive relevant curriculum in a timely manner that targets their graduation goals. - Students are able to create realistic completion plans based on actual information. - Timely transcript retrieval and analysis allows for academic plans to be made without delay- which prevents error in course assignments. - Through the AGR program, comprehensive conversations with eligible students take place to thoroughly review advantages and disadvantages of accepting the exemption, to ensure AGR is in the student's best interest. - Start/end dates are verified in a timely manner.

• sent to teacher, principal and other support staff (SpEd, counselors). • The AGR Information Sheet has been updated. Students are evaluated within 30 days of completing intake (and all necessary documentation has been submitted). • Contacts with DCFS/HSA/Probation in all counties continue to be established and maintained		

2.8 Update community partners regularly and schedule bi-annual meetings/surveys to discuss program improvement and any issues related to clarifying expectations, roles, services, or "Co-location" vs. "Collaboration."		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
• Principals conduct meetings with partners regularly at individual sites. • All partners are brought together at an annual luncheon; our programming decisions are largely influenced by the feedback expressed at these meetings. • The MOU with all partners is updated annually.	• PDC's Monthly Report for LASD • Agenda for BOT Collaboration Meeting with Probation and EBI • Partner Satisfaction Survey Results for Leadership Retreat • Partner Feedback from Messaging Retreat Survey • Evidence of partner collaboration with WVDC • Newsletters sent to partner organizations	• Relationships with partners have evolved into the development of shared goals that contribute to facilitating cross-referrals and co-enrollment. This has increased student access to wraparound services such as case management, mental health counseling, addiction treatment, and job preparation. • Maintaining regular communication with partners has

		allowed us to provide education services to our partners' clients who may otherwise not have had access nor an opportunity to restart their education.
2.9 Review and revise the school-wide Action Plan annually and disseminate the information to all stakeholders.		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
- The Strategic Plan (which includes our Action Plan) and accomplishments are reviewed annually at our annual Leadership Retreat. - Area Superintendents conduct a year-end data review with staff around our SLOs, which informs revisions to our Action Plan in the coming year. - Principals review progress around relevant Action Plan steps with staff at bi-monthly staff meetings, and teachers use this information to collaborate with colleagues to modify instructional practices. - In-custody leaders meet regularly with custody staff to keep them informed	- Leadership Retreat Agenda - Goal-Setting Sheet for Year-End Data Review - Staff meeting agendas - In-custody meeting agendas	- Students receive instruction and curriculum that have been modified to meet their needs. - The open review of progress has increased collaboration among teachers and members of the leadership team alike, thereby increasing quality of instructional practices.

on resources and actions related to curriculum, instructional practices, and assessment, in order to ensure their alignment with security measures.		

Goal 3: Continued work on plan to increase literacy levels for students below a 7th grade reading and writing level and expand Vocational Opportunities for Five Keys' Students from previous action plan. *(This addresses Critical Area for Follow-up #2)*

3.1 Hire reading specialists and train additional teachers in reading strategies (goal of training 80% of the teachers in reading strategies by the end of year two)		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● More literacy focused PD offered to teachers, including meeting the needs of low and mid-level literacy students. ● More robust ESL program developed, including standardize curriculum, team meetings and material development. ● Focus on developing literacy for high needs in custody students, including offering specific ESL classes and supports for students in mainstream classrooms.	● Team of 8+ ESL teachers in SoCal, who work together to develop and share strategies and materials. ● Literacy teacher hired for in custody students. ● PDs on literacy development, including maximizing the current curriculum and supplementing for differentiation in literacy materials.	● ESL programs have grown, consistent attendance by students ● More differentiation in literacy instruction is reaching more students

3.2 Expand curriculum by purchasing consumable, CCSS-aligned curriculum		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
• ESL curriculum has been standardized and now includes an Independent Studies component. • Literacy curriculum has expanded, includes various resources at each TABE level. • Math resources to develop basic number literacy has been implemented.	• "Stand Out" ESL curriculum has been allocated agency-wise. The adaptation of the Stand Out curriculum serves direct instruction teachers as an "anchor" text to guide lesson development and instruction. The textbook is accompanied by consumable student workbooks. This curriculum is also available to Independent Study ESL students in a consumable "packet" format. "Stand Out" curriculum is CASAS Standards-based, as well Common Core and College and Career Readiness standards-aligned. • CAASPP preparation materials have been incorporated to facilitate key skills development and increased content familiarity. • Challenger has been used for lower literacy students. • Breakthrough to Math has been implemented to support fundamental math skills.	• By adopting standardized ESL "Stand Out" curriculum, students across Five Keys receive the same quality level of education, which is standards-based. This curriculum also gives students without access to a direct instruction teacher the ability to start/continue their ESL education through an Independent Studies model. • Students have more access to resources at their level, which helps foster more personalized academic development.

3.3 Develop and operationalize exit interviews for graduates with placement into higher education and / or employment opportunities		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
• Staff develop/operationalize exit interviews for grads with placement into higher ed and/or employment opportunities. Providing recent graduates with information regarding college and vocational programs. • When nearing completion of both High School Diploma and GED requirements for graduation, students receive more intensive transitional counseling from their teachers.	• [Referral form](#) implemented to support students transitioning to higher education out of in custody. • Completed concurrent enrollment forms, showing students enrolled in higher education. • As part of student "exit plans," teachers meet with students to discuss their "next steps." This can include providing counseling and resources geared towards higher education, trade/vocational schools, and/or employment opportunities. • Leaders have made connections with have made connections with local community colleges and programs	Several students are concurrently enrolled in college courses, taking advantage of earning college credits while obtaining high school units.
3.4 Ensure greater vocational placement for our students by: increased collaboration with workforce partners, implement plan to track employment outcomes both post release and for our community students, further develop the in-house vocational placement expertise)		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
• Student enrollment in both	• Transition specialist at one in custody	• More students are enrolling in higher

| community college and trade/vocational schools have increased significantly as partnerships with these agencies continue to develop. | site to facilitate vocational placement.
● Re-entry team offering support in custody and in the community, tracking which students attend.
● Transitions page on the Intranet, including a referral form to support students transition out of custody into vocational programs. | education.
● Students have more options for career development and are exploring more subjects and trades. |

3.5 Obtain workforce funding for job placement and training for our students		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**
● Secured over $2.5 million in funding that connects students to post-secondary training and job placement services. ● Contracts with multiple local government agencies across three counties builds recognition of school's capacity to bridge to employment and training opportunities. ● Career Development Specialist conducts one on one meetings and pre-release case management. ● Reentry Workforce Development Trainer delivers workforce ready curriculum and conducts peer	● Multi-Year contract with SF Mayor's Office of Economic and Workforce Development to provide job readiness services for students in custody ● Multi-Year contract with SF County Human Services Agency to co-enroll CalWorks and subsidized work clients in education ● Multi-Year contract with Alameda County Probation to connect probation clients to vocational training opportunities ● In Los Angeles: ■ 100 Participants have enrolled in the LA County Pitchess AJCC ■ Participants are taking a 12 week	● More students have access to in house workforce development services and connection to employment and training. ● More students are being connected to resources out of custody. ● More students are connecting to the WorkSource center and enrolling in their programs. ● Students are gaining meaningful employment-ready skills.

support groups. • Reentry Transitions Navigator assists an individual with a transition plan to navigating services out of custody.	series of courses with an emphasis on employment. ■ 36 individuals have been released from In-Custody ■ 10 Successful Transitions to an AJCC ■ 5 individuals are currently employed	

3.6 Expand partnerships with colleges and workforce partners to provide vocational opportunities for our students (for example: aquaponics, foodservice, landscaping, laborer unions, construction, welding)		
Accomplishments	**Supporting Evidence**	**How Accomplishments Have Impacted Student Achievement**

• Partnerships have increased across regions.
 • Pipelines developed for students released from custody.
 • Partnerships serve students with disabilities.
	• Partnership examples:
	   ○ Project Rebound at CSUSB Partnership
	   ○ Victor Valley Community College Application Tutorial with teachers and PO's at SB Victorville (planned in April)
	   ○ Intech Center- Chaffey College (Free vocational college class offering upon acceptance)
	   ○ Worked with Daniel Nevares with Bridges: From School to Work funded through the Marriott Foundation. Bridges provide employment opportunities to
		• Increased opportunities for students as they transition to college and the workforce.
		 • Raises student awareness of resources and opportunities to assist with employment, tuition, supplies and training. Allows student to start services while enrolled with us and continue receiving services post high school.

	students with disabilities. ○ Established partnership with DOR. Counselor has been appointed to serve our students	

V: Schoolwide Action Plan Refinements

Refinements Made to the Previous Action Plan

Five Keys completed its last Self-Study visit in 2015. During the three years since this visit, there have been many changes to our school which have impacted the Action Plan, along with the progress we've made and newly identified issues that have surfaced. The Action Plan below is the result of a thorough analysis of each department's progress; any items the Leadership Team felt had been adequately addressed were removed. The overarching goals were re-written and re-formatted and the action steps were modified according to the following questioning process:

- Modified Action Steps:
  - Is the action step specific? Measurable? Attainable within the next 3 years? Still relevant to our students' success?
  - Is the expected outcome clear enough to complete the remaining columns?
  - Does it need to be broken down into multiple action steps?
  - Does it need to be modified to reflect the progress we've made (even if not organization-wide)?
- Newly Added Action Steps:
  - Add new action steps for any new student needs that have arisen in this area.
  - Are all SLOs achievable through the Action Plan? Add any new goals/action steps if necessary.
  - Are all Critical Areas for Follow-up addressed through the Action Plan? Add any new goals/action steps if necessary. *Note: Area #4 has been adequately addressed and is not included in the updated Action Plan.*
- Modified Overarching Goals:
  - Are the overarching goals SMART goals? Re-structure each goal to be specific, measurable, attainable, relevant and time-bound, ensuring that it encompasses all of the action steps.
  - Did any unaddressed issues come up that doesn't fit under the existing overarching goals? Propose any new overarching goals in the space provided at the end of the document, including action steps.

2018-19 WASC Schoolwide Action Plan

GOAL 1: Increase student engagement, retention, and achievement by improving curriculum and teacher training and support.

Critical Area for Follow-up Addressed: #3

Steps to Address Key Issue (include Step #)	Person (s) Responsible	Timeline for Completion	Resource(s) Needed	Methods to Assess, Monitor, and Report Progress
1.1 Teachers will increase the time they provide small group learning for ISP students	Principals	Ongoing	● A library of group learning activities ● A more efficient system to track group lessons in OASIS	● Teacher surveys ● Once group lessons are trackable in OASIS, we will see an increase in units earned through group lessons
1.2 Identify school-wide priorities for teacher development based on instructional practices that will enhance student engagement and retention, and dedicate staff meetings and PD days to providing opportunities to adopt, practice, and retain these practices (i.e., strategies for SGI, SEL, literacy/SDAIE/ELL, trauma-informed, SpEd, restorative practices, etc.)	Principals in collaboration with the CIA Team and Academic Committee	Annually in July	● Scope and sequence of PD for staff meetings, developed by individual principals for their sites ● Scope and sequence of strategic training sessions for the academic year ● Training and materials for CIA team and principals	● Data from teacher surveys ● Principal-led discussions at leadership meetings on whether targets were met and improvement was observed

1.3 Revise core ISP curriculum to be aligned with Common Core State Standards and in response to student need and data	CIA Team	Spring 2021	● Curriculum writers ● Development/revision plan, based on teacher priorities	● Comprehensive curriculum table aligned to CCSS and/or all curriculum will be labeled with correlating CCSS ● Bi-monthly Curriculum Development updates ● Curriculum vetting system
1.4 Increase opportunities for students to develop digital literacy skills	Principals, superintendents	Spring 2021	● Technology resources appropriate to each site ● Teacher training on Google Classroom, blended learning ● Identify digital literacy standards	● Principals report increased access to resources ● Teachers report using more blended learning in ISP

GOAL 2: Expand and fortify the continuous improvement cycle through refining systems facilitating higher credit completion and increasing test scores for students.				
Critical Areas for Follow-up Addressed: #1, 2				
Steps to Address Key Issue (include Step #)	**Person (s) Responsible**	**Timeline for Completion**	**Resource(s) Needed**	**Methods to Assess, Monitor, and Report Progress**
2.1 Ensure all students have individual plans in place with educational and vocational goals that are developed with the students and have grade-level appropriate goals documented. Monitor student progress on goals (specifically tracking TABE and credit completion data) by reviewing with students on a monthly basis.	Teachers with oversight of principals	July 2018-April 2020	- An established system to review student progress monthly - A new report in OASIS: student zero unit completion report with ability to pull totals for multiple marking periods, accountability processes for principals to track and discuss with teachers, new TABE post-test report - Education Plan - Vocational Plan - Examples of grade-level appropriate goals	- Teachers will identify students who have not earned units and communicate with their principals. - Principals provide instructional support to teachers who have students who do not progress over two MPs, and conference with students as necessary. Principals - Publish timeline of ongoing data review - Publish level appropriate goals - Publish standardized schoolwide education/vocational plan

			- Scheduled school wide SLO review dates - Report progress from SIS	
2.2 Ensure that all 12th graders and others on a graduation track are moving towards graduation in line with their individual plans.	Teachers with oversight of principals	July 2019	- Time - Track monthly progress of all 12th graders utilizing the graduation tracker 12th grader will identify graduation date goal - Professional Development	Monthly review of 12th grade tracker
2.3 Implement a schedule of/systems for regular classroom observations/debriefing, teacher reflection, and analysis of student data to ensure that data-driven decision making is utilized to verify effectiveness of curriculum and instruction (Student data includes TABE, CASAS, CAASPP, attendance, credit completion, HiSET/GED completion, graduation rates, student grades, etc.)	Principals and teachers	April 2020	- Curriculum and Instruction options per student designated by TABE/CASAS scores in OASIS - Post TABE Scores with unit completion reports - OASIS Reports	- Monthly Principal WPR review - Publish the data process to review student progress.

2.4 Track student retention at community sites. Track the number of students who go from in-custody to community sites post release. Use data to identify gaps in the enrollment process and assess areas of focus to improve student graduation rates	Senior Leadership and principals	January 2021	● New retention reports ● Transfer student reports ● Scheduled High School Equivalency Test Date	Transfer and graduation rate quarterly review.

GOAL 3: Continue to increase literacy levels for students below a 7th grade reading level and expand Vocational Opportunities for Five Keys' students.

Critical Areas for Follow-up Addressed: #2, 3

Steps to Address Key Issue	Person (s) Responsible	Timeline for Completion	Resource(s) Needed	Methods to Assess, Monitor, and Report Progress
3.1 Implement the Core Employability Assessment and the Core Transitions Assessment to demonstrate career preparedness	Assessment Coordinator and teachers	July 2019	Training and instructional materials	● 85% of students who complete a CTE vocational or career path development course will demonstrate career preparedness as measured by the Core Employability Assessment. ● 85% of students who complete any other CTE life skills course will demonstrate career preparedness as measured by the Core Transitions Assessment.
3.2 Develop curriculum and assessment pathways to accommodate literacy and vocational goals (e.g., Map to Literacy/Language Proficiency, Map to Workplace Readiness)	CIA Team	July 2020	● Comprehensive curriculum table aligned to Adult Ed English Language Proficiency and College and Career Readiness standards	● Develop a beta group to pilot new pathways

			● New curriculum	
3.3 Establish literacy as a District-wide initiative through: a. School-wide PDs that focus on literacy b. Content collaboration teams c. Staff meetings	Superintendents, CIA Team, Academic Committee, principals	April 2021	● An established system of teacher-run content collaboration teams ● Potentially collaborate with public library programs	● TABE/CASAS/CAASPP/ELPAC score increases
3.4 Expand partnerships with colleges and workforce partners to provide vocational opportunities for our students (for example: aquaponics, foodservice, landscaping, laborer unions, construction, welding)	● Transition Specialist/ Navigator ● Workforce Development and Reentry Team	April 2021	● An adapted *Core Employability Skills* tracking forms for all classroom settings ● A refined *College and Career Pathways/Job Readiness* On-Ramp course implemented as a pre-assessment upon enrollment ● (SPED & Qualifying Students) Transition Specialist/ Navigator would collaborate with	● Students self-identify Career Path/Training/Education needs/goals through the Person-Centered Planning Process ● Quarterly review of the Career & Life Path Development Plan

			Department of Rehab (DOR) and the Regional Center to ensure all qualifying students have a path to continuing education and employment pathways	

Goal 4: Establish systems for regular review of the School-wide Action Plan that facilitates collaboration and accelerated growth across regions and divisions.

Critical Area for Follow-up Addressed: #5

Steps to Address Key Issue	Person (s) Responsible	Timeline for Completion	Resource(s) Needed	Methods to Assess, Monitor, and Report Progress
4.1 Each principal/region will create a specialized action plan, working backwards from the SLOs and guided by the Schoolwide Action Plan	Principals	July 2018, revised annually	- Time - OASIS generated reports regarding SLOs - Specialized Action Plan Template	Annual review of individual/regional action plans
4.2 Ensure that data-driven decision making is utilized with a focus on student learning through bi annual SLO review; modify SLOs as needed	Principals and Teachers	April 2020	- Time - OASIS Reports - Review previous data outcomes	- Publish the data process to review student progress - Leadership and Academic Committee SLO Meetings
4.1 Create systems for sharing school wide initiatives with staff and teachers, including a feedback loop for teachers/staff to leadership team	Leadership team, Academic Committee	April 2021	- Best Practice-Initiative Template (to transform best practices into initiative proposals for Senior Leadership) - Initiative Approval Process (including training for	- Regular sharing and collaboration amongst the leadership team - Increased utilization of The BITE and/or other online vehicles for organization-wide collaboration and the introduction of new initiatives

			leadership team) ● Focus group of teachers for piloting/rolling out initiatives ● Anonymous feedback tool	

Commonly Used Acronyms

- ACSO: Alameda County Sheriff's Office
- ADA: Average Daily Attendance
- AGR: Alternative Graduation Requirements
- AJCC: America's Job Center of California
- BHTYC: Boyle Heights Technology YouthSource Center
- CASAS: Comprehensive Adult Student Assessment Systems
- CIA Team: Curriculum, Instruction, and Assessment
- CTE: Career Technical Education
- ELD: English Language Development
- ELPAC: English Language Proficiency Assessments for California
- FKAS: Five Keys Adult School
- FKCS: Five Keys Charter School
- FKIH: Five Keys Independence High
- LASD: Los Angeles Sheriff's Department
- NCCF: North County Correctional Facility
- PD: Professional Development
- SAI: Specialized Academic Instruction
- SELP: Survey of English Language Proficiency
- SFSD: San Francisco Sheriff's Department
- SOS: Student Operations Staff
- SpEd: Special Education
- TABE: Tests of Adult Basic Education
- TAY: Transitional-Age Youth
- WPR: Work Progress Report
- WVDC: West Valley Detention Center